

Fort Mill Elementary

192 Springfield Parkway
Fort Mill, South Carolina 29715

Grades	K-5 Elementary School	
Enrollment	645 Students	
Principal	Karen H. Helms	803-547-7546
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Martha Kinard	803-548-1769

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	8	0	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Good	Unsatisfactory	No
2005	Good	Below Average	Yes

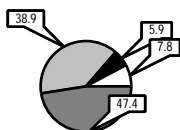
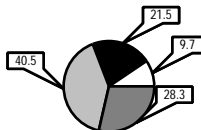
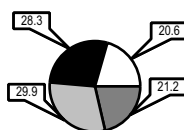
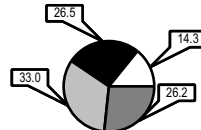
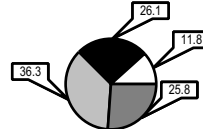
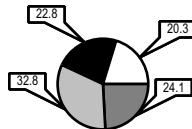
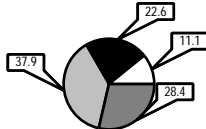
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	343	100.0	8.0	39.0	47.1	5.9	65.9	Yes	Yes
Gender									
Male	185	100.0	10.3	40.2	45.4	4.0	59.2		
Female	158	100.0	5.4	37.6	49.0	8.1	73.8		
Racial/Ethnic Group									
White	285	100.0	5.2	36.7	51.5	6.7	70.7	Yes	Yes
African American	51	100.0	23.4	53.2	21.3	2.1	38.3	Yes	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	287	100.0	5.6	35.3	52.0	7.1	70.6		
Disabled	56	100.0	20.4	57.4	22.2	0.0	42.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	343	100.0	8.0	39.0	47.1	5.9	65.9		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	342	100.0	7.8	39.1	47.2	5.9	66.1		
Socio-Economic Status									
Subsidized meals	86	100.0	20.7	47.6	30.5	1.2	43.9	Yes	Yes
Full-pay meals	257	100.0	3.7	36.1	52.7	7.5	73.4		

Mathematics – State Performance Objective = 36.7%									
All Students	343	100.0	9.6	40.6	28.2	21.7	69.0	Yes	Yes
Gender									
Male	185	100.0	7.5	42.0	27.0	23.6	71.8		
Female	158	100.0	12.1	38.9	29.5	19.5	65.8		
Racial/Ethnic Group									
White	285	100.0	6.7	37.4	30.7	25.2	74.8	Yes	Yes
African American	51	100.0	25.5	55.3	14.9	4.3	38.3	Yes	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	287	100.0	6.7	36.4	32.3	24.5	76.2		
Disabled	56	100.0	24.1	61.1	7.4	7.4	33.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	343	100.0	9.6	40.6	28.2	21.7	69.0		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	342	100.0	9.3	40.7	28.3	21.7	69.3		
Socio-Economic Status									
Subsidized meals	86	100.0	24.4	50.0	18.3	7.3	42.7	Yes	Yes
Full-pay meals	257	100.0	4.6	37.3	31.5	26.6	78.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	343	100.0	20.7	30.0	21.1	28.2	49.2
Gender							
Male	185	100.0	20.7	28.2	24.1	27.0	51.1
Female	158	100.0	20.8	32.2	17.4	29.5	47.0
Racial/Ethnic Group							
White	285	100.0	14.8	31.1	21.1	33.0	54.1
African American	51	100.0	53.2	25.5	17.0	4.3	21.3
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	287	100.0	13.8	32.0	21.2	33.1	54.3
Disabled	56	100.0	55.6	20.4	20.4	3.7	24.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	343	100.0	20.7	30.0	21.1	28.2	49.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	342	100.0	20.5	30.1	21.1	28.3	49.4
Socio-Economic Status							
Subsidized meals	86	100.0	45.1	30.5	17.1	7.3	24.4
Full-pay meals	257	100.0	12.4	29.9	22.4	35.3	57.7

Social Studies							
All Students	343	100.0	14.6	33.1	26.0	26.3	52.3
Gender							
Male	185	100.0	13.2	33.9	25.9	27.0	52.9
Female	158	100.0	16.1	32.2	26.2	25.5	51.7
Racial/Ethnic Group							
White	285	100.0	10.0	31.1	28.5	30.4	58.9
African American	51	100.0	40.4	40.4	12.8	6.4	19.1
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	287	100.0	10.0	32.3	27.5	30.1	57.6
Disabled	56	100.0	37.0	37.0	18.5	7.4	25.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	343	100.0	14.6	33.1	26.0	26.3	52.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	342	100.0	14.3	33.2	26.1	26.4	52.5
Socio-Economic Status							
Subsidized meals	86	100.0	32.9	46.3	14.6	6.1	20.7
Full-pay meals	257	100.0	8.3	28.6	29.9	33.2	63.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	104	100.0	8.9	31.7	44.6	14.9	59.4
	4	98	96.9	14.1	41.3	40.2	4.3	44.6
	5	115	100.0	9.8	53.6	36.6	N/A	36.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	119	100.0	5.5	32.1	54.1	8.3	62.4
	4	120	100.0	8.0	38.1	47.8	6.2	54.0
	5	104	100.0	10.2	46.9	39.8	3.1	42.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	104	100.0	19.8	39.6	24.8	15.8	40.6
	4	98	97.9	11.8	36.6	19.4	32.3	51.6
	5	115	100.0	16.1	32.1	29.5	22.3	51.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	119	100.0	8.3	51.4	26.6	13.8	40.4
	4	120	100.0	7.1	31.0	29.2	32.7	61.9
	5	104	100.0	14.3	38.8	29.6	17.3	46.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	119	100.0	17.4	37.6	22.9	22.0	45.0
	4	120	100.0	20.4	25.7	21.2	32.7	54.0
	5	104	100.0	23.5	26.5	19.4	30.6	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	119	100.0	9.2	32.1	23.9	34.9	58.7
	4	120	100.0	14.2	32.7	30.1	23.0	53.1
	5	104	100.0	20.4	33.7	24.5	21.4	45.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 645)				
First graders who attended full-day kindergarten	100.0%	No change	97.9%	100.0%
Retention rate	0.6%	Down from 1.1%	1.7%	3.0%
Attendance rate	95.5%	Down from 96.9%	97.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.5%	Up from 6.4%	1.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%	Up from 4.5%	1.6%	3.2%
Eligible for gifted and talented	31.0%	Down from 36.4%	27.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	Up from 6.0%	6.1%	8.2%
Older than usual for grade	0.2%	No change	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	56.5%	Down from 61.4%	58.1%	52.6%
Continuing contract teachers	78.3%	Down from 90.9%	82.6%	83.3%
Highly qualified teachers	72.7%	Down from 82.8%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.2%	Up from 67.4%	89.2%	87.0%
Teacher attendance rate	95.2%	Up from 93.6%	95.2%	95.0%
Average teacher salary	\$43,340	Down 1.8%	\$43,215	\$41,703
Prof. development days/teacher	11.4 days	Up from 10.4 days	14.3 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	5.8	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.6 to 1	20.4 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 88.7%	90.8%	89.8%
Dollars spent per pupil*	\$6,245	Up 3.7%	\$5,801	\$6,242
Percent of expenditures for teacher salaries*	71.7%	Up from 70.3%	66.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	72.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At FMES, student performance is at the center of all efforts. Test scores for FMES students from the Spring 2004 PACT (Palmetto Achievement Challenge Test) indicate that (1) 92.7% of all third graders met standards in English/language arts, 83.7% in math, 68.2% in science, and 73.1% in social studies; (2) 87.5% of all fourth graders met standards in English/language arts, 93.3% in math, 100% in science, and 100% in social studies; and (3) 90.6% of all fifth graders met standards in English/language arts, 85.6% in math, 77.9% in science, and 77% in social studies. In grades 3-5, 128 students qualified for the All-Year Homework Team Celebration, representing 30% of our 3rd -5th grade students completing all of their homework during the year.

The school year saw continued focus on the use of current successful programs and implementation of many new programs in our five-year SACS School Improvement Plan to improve the education and development of our children. In addition to previous year's efforts, this year we created four core curriculum committees comprised of cross-grade-level faculty in Math, English/Language Arts, Science, and Social Studies to ensure that the curriculum is integrated across grade levels and that the education of the children is seamlessly built upon from one year to the next. We also implemented the Measure of Academic Progress (MAP) diagnostic and prescriptive testing program to capture a snapshot of a child's current academic standing in order to give specific direction to future instruction and to track future progress.

FMES continued many of the programs conducted in previous years including a successful Career Day, a Career Village, an expanded Character Education Program, and Exchange City. Our active PTO was instrumental in supporting classroom teachers' efforts by making donations to grade levels, to related arts, to classroom libraries, by providing science kits and for math lab operations. They also purchased for every student a writing portfolio which will follow the student through his/her elementary school years and enable teachers to review student work for quality and growth. The generous Community Service of our children was demonstrated through many outreach events and fundraisers including projects for Jump Rope for Heart, Fort Mill Care Center, the Humane Society, Juvenile Diabetes Research Foundation, Tsunami Relief, the cancer program at Carolinas Medical Center, and a toy drive with the Fort Mill Police Department. These activities are critical to ensure our children increase their community awareness and show them how their efforts at any and every age impact that community.

The mission of Fort Mill Elementary School and its community is to provide a quality education for our students. This process includes establishing a foundation for lifelong learners who are responsible individuals and confident problem solvers in an ever-changing world. We expect to improve and to grow as we continue the high level of education we have provided in the past. Deepest appreciation is expressed to our district administration, to our school faculty and community, to our incredible parent volunteer force, our fabulous PTO, and you! We cannot do this without each and every one of you.

Karen Helms, Principal
Mary Leonhardt, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	92	66
Percent satisfied with learning environment	100.0%	87.9%	92.3%
Percent satisfied with social and physical environment	100.0%	86.7%	98.5%
Percent satisfied with school-home relations	97.8%	89.0%	86.2%

*Only students at the highest elementary school grade level at this school and their parents were included.